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ABSTRACT

In the belief that trained personnel are vital to the development of quality care programs for children, this handbook provides training suggestions for personnel in various day care settings. Basic principles in day care training include: (1) All persons in a day care setting, from policy-makers, to staff, to children are learners; (2) Training should be a continuous process; (3) There are many and varied types of training; (4) Staff members need to be trained as a team; (5) Parents should be involved in all training stages; and (6) Training can be carried out at the day care setting. This handbook is divided into four chapters: (1) Introduction, (2) Careers in Day Care, (3) The Training Process, and (4) Description of a Selection of Training Programs. (Author/CK)

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CHILD DEVELOPMENT

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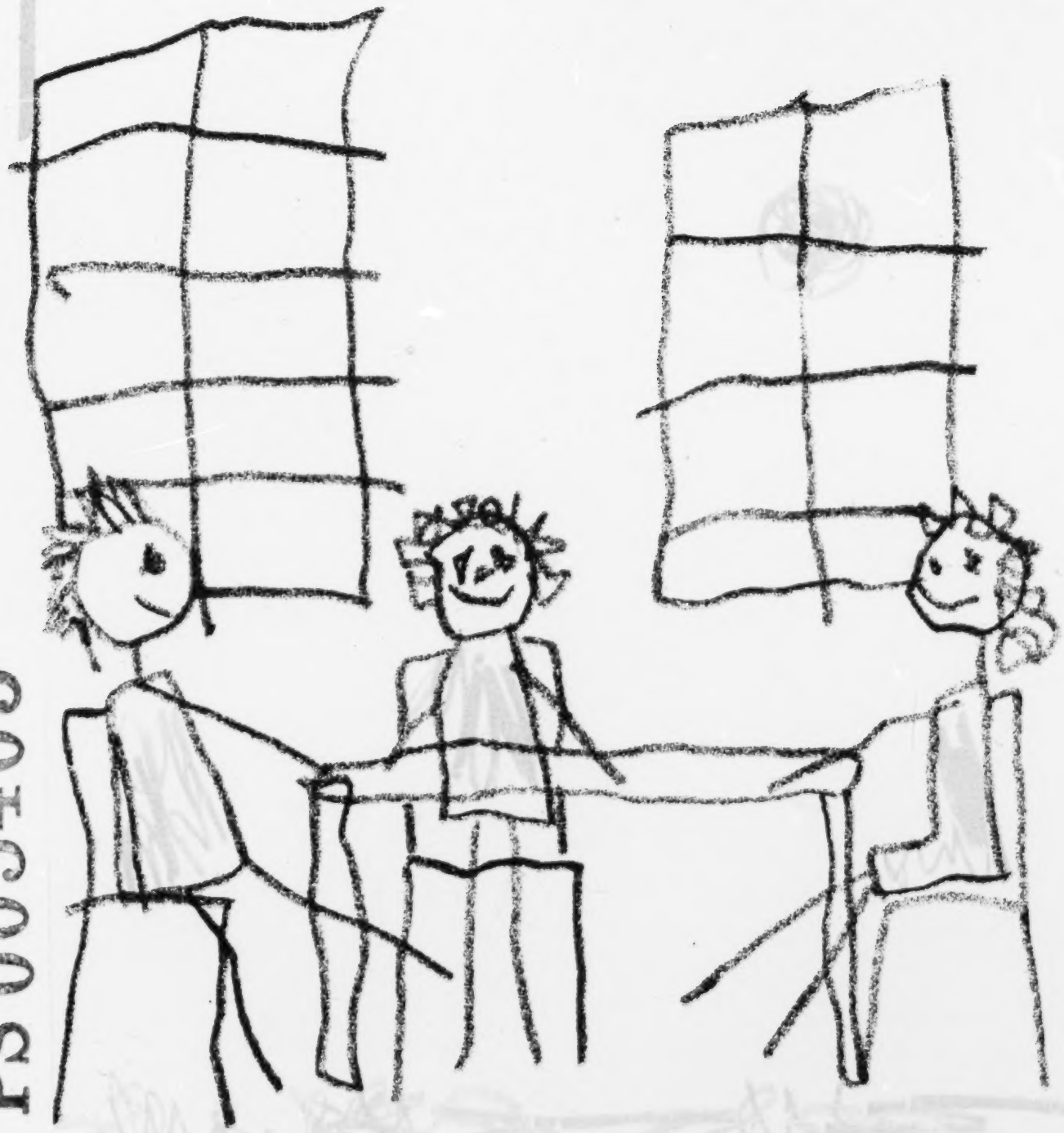

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The Office of Child Development and the Office of Economic Opportunity provided sponsorship and financial support for the Child Development/Day Care Resources Project activities under a grant entitled "Child Development/Day Care Resources" (#H-9708). The Panel on Educational Research and Development of the President's Science Advisory Committee also sponsored the Project, and the 1970 White House Conference on Children supplied a national forum for the presentation of highlights of these materials.

The Day Care Resources Project was conceived by Dr. Edward Zigler, Mr. Jule Sugarman and the Project Director. The Project included planning, preparing and publishing four handbooks on day care: Infancy, Preschool, School Age and Staff Training; the modification of twenty prominent child development resource materials for use in day care; and writing ten resource papers on day care.

As Director of the Office of Child Development, Dr. Zigler provided the Project with the resources and flexibility to accomplish a series of complex, difficult tasks in a brief period of time. His understanding and support throughout all stages of the various Project activities were appreciated by everyone and are acknowledged here with thanks.

This Handbook on Staff Training for day care has gone through several stages of development.

First, an advisory committee composed of leading figures in child development and day care furnished general guidance to the Project Director prior to a summer Workshop. Advisory committee members were:

Dr. Barbara Biber
Dr. Urie Bronfenbrenner
Dr. John Davis
Mr. Luis Diaz DeLeon
Dr. John Dill
Mr. Malcolm Host
Mr. Kenneth Johnson
Dr. Jerome Kagan
Dr. Alfred Kahn
Dr. William Kessen
Dr. Arthur Littleton
Dr. John Mays
Dr. Francis Palmer
Mrs. Rosa Porter
Mrs. Mildred Reed
Dr. Julius Richmond
Mrs. Kathleen Roderick
Mr. Charles Tate
Mr. Thomas Taylor
Dr. Frank Westheimer

Second, during the ten day Workshop at Airlie House, Warrenton, Virginia, in July, 1970, the Chairman of the Training Committee, Dr. Laura L. Dittmann, furnished dedicated, intelligent leadership to the Committee. The Training Committee was comprised of academicians, practitioners and parents with ethnic minority representation in each of these three groups. Without the significant contributions from the following committee members the current Training Handbook would not exist:

Miss Mildred Arnold
Dr. Robert P. Boger
Mrs. Margaret A. Cassidy
Mr. Luis Diaz DeLeon
Sister Marie Gaffney
Mrs. Marion Green
Mrs. Patricia H. Ho'o
Miss Edna Hughes
Miss Mary Lee Hurt
Mrs. Clare G. Jerdone
Mrs. Margaret Johnston
Dr. J. Ronald Lally
Dr. Irving Lazar
Mrs. Dollie Lynch
Dr. Rebekah Shuey
Mrs. Doris D. Swain

Third, after the Workshop, the Training Handbook underwent minor editorial revisions keeping the Airlie House concerns intact.

Sueann Ambron, Associate Project Director, made repeated contributions to the project through her talents and organizational skills. She did a commendable job of coordinating the various pre- and post-workshop activities.

Research for Better Schools, Inc. provided the management resources for planning and conducting the Workshop. Dr. James Becker, Dr. Peg Jones, Dr. Tish Jones and Miss Lynn Rowe supplied critical support throughout the Workshop.

This document has several strengths and weaknesses. Among its strengths are the following: it represents the combined efforts and knowledge of many people at various levels of day care re-

sponsibility; it is reasonably comprehensive; and it is current in terms of available materials on training techniques and programs in the day care field. The strengths of the document might also be considered a source of weakness, namely: it is the product of a committee and thus unlikely completely to satisfy any one committee member; in attempting to be comprehensive, some topics are only superficially covered.

This Handbook is based upon the idea that trained personnel are vital to the development of quality care programs for children. **The Staff Training Handbook** is intended to provide training suggestions for personnel in various day care settings. This includes the woman who cares for children in her own home, the outreach worker assisting in home care, and day care center personnel in infant, preschool, school age or summer programs.

Basic principles in day care training include these major convictions: 1) all persons in a day care setting, from policy-makers, to staff, to children, are learners; 2) training should be a continuous process; 3) there are many and varied types of training; 4) staff members need to be trained as a team; 5) parents should be involved in all training stages, from planning through evaluation; 6) training can be carried out at the day care setting.

RONALD K. PARKER, Ph.D.
Project Director

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HEALTH, EDUCATION, AND WELFARE
Office of Child Development

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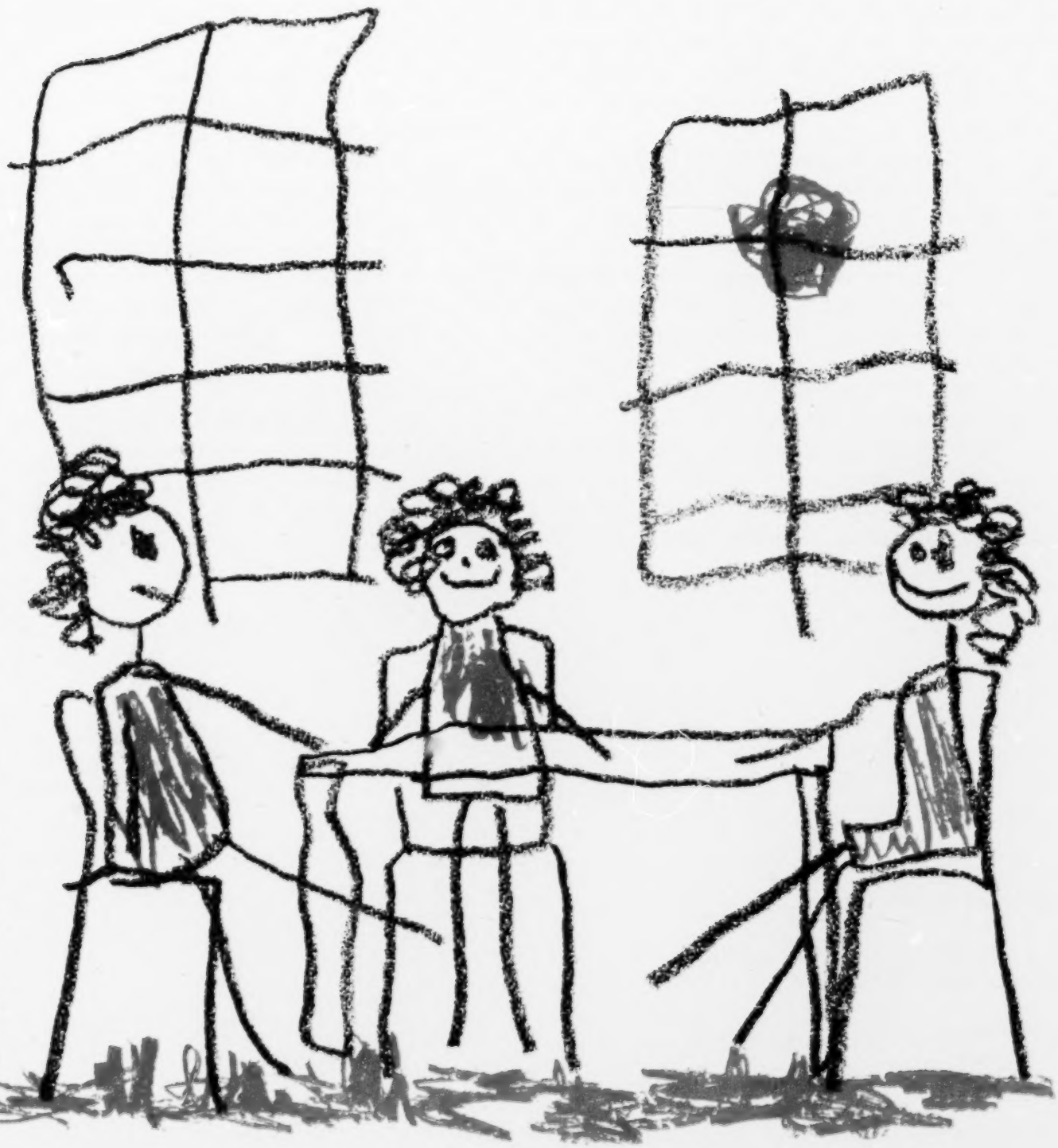
and
LAURA L. DITTMANN, Ph.D.
Editors

5 staff training



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Foreword

I believe that we have embarked upon an exciting new venture in formulating a public policy for the development of our Nation's children. The materials presented in this volume are one result of this venture.

In order to benefit from the experience of those outside of government, the Office of Child Development, in cooperation with the Office of Economic Opportunity, funded a Child Development/Day Care Resources Project. This Project enabled a broad-based and representative group of non-governmental child development experts, practitioners, and parents to bring fresh perspectives to the questions of methods and goals for the Nation's day care efforts.

The Project included planning, preparing and publishing a series of handbooks on day care practices appropriate for infants, preschool and school age children. In addition, twenty child development and education resource materials were modified for use in day care, and ten resource papers on day care were prepared.

Under the direction of Dr. Ronald Parker, more than 200 individuals were involved in this national effort. Many of the issues they addressed are complex and controversial, and I should emphasize that the following material represents a **consensus** of the contributors' views.

I believe that the ideas and suggestions contained in this and the other handbooks in the series will be of invaluable assistance to those wishing to provide the best possible care for the Nation's children. They do not attempt to provide all the answers or to lay down a set of inflexible rules. However, I regard them as excellent statements of our current knowledge about developmental day care.

It is the responsibility of the Office of Child Development to make such knowledge available to all who can use it. Our goal is to raise the quality of children's lives. The publication of this series is one step on the way to achieving this goal.

Edward Zigler

EDWARD ZIGLER
Director
Office of Child Development

Sam J. Granato
OCD Project Director

Sheila Sullivan
Assistant Project Manager

Rebekah Shuey
OCD Reviewer

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chapter I

INTRODUCTION TO HANDBOOK ON STAFF TRAINING*

Millions of our children from infancy to early adolescence are being cared for by persons other than their parents for much of each day. More and more, these children are having important formative experiences in day care programs outside their homes. The quality of these programs determines their value to the children, and a vital contribution to that quality is trained personnel. Youngsters from low-income families, in patricular, can profit from programs which provide good health care and food, mental stimulation and the warm interest of adults who are not too busy with the demands of running a home or too poor or ill to manage. Therefore, this handbook focuses on the task of training all those who are involved, or will be needed, in the care of our nation's children.

The primary concern here is with the training and career development of people who actively work with youngsters in day care situations in every setting covered by the handbook series. The manual is intended for use by the woman who cares for her own and other children in her home, the outreach worker who assists home day care or center and those who work with children in a before-and-after school program or in a fuller day care program located in a school during summer vacations.

Reasons for the growth of day care programs in recent years are varied. Since World War II women have been taking jobs in increasing numbers. For many of these women, work for pay is essential. Some, through divorce or desertion, are the heads of households, while others have never been married. Also the Federal Government is currently setting up training programs to help mothers receiving welfare payments develop job skills. Subsequently, the children of these women must be cared for.

It seems simple to tell a working woman to find a friend or neighbor to look after her child while she is away. Yet that is often not possible and not always desirable. Since a child is greatly influenced by the attitudes, attention and abilities of the adults with whom he has contact, training for day care workers is especially critical.

Everyone has a stake in good day care—industry, labor, educational systems, and all levels of government. Whether the children and their families live in the cities and towns, in the suburbs or on the farms, there is a universal investment in our youth. But good programs require adequate funds, and these will not be forthcoming unless all citizens understand the significance and worth of positive day care settings and programs and the effect of these programs on their children.

Good day care programs also require the establishment of minimum standards and the continued evaluation and upgrading of those standards. All programs, regardless of size or location must be so designed as to prevent harm to the children entrusted to them. It is important that the community at large, in addition to the people directly involved, become aware that, over time, standards and services can be raised to higher levels, and, support is vital for the best quality of day care that can be maintained.

Parents play a crucial role in day care. Although a child spends most of his waking day away from his parents, they remain the key persons in his life. Mothers who have put in a full day's work, and then come home to feed and look after their families, need help in enriching their childrens' evening hours. Day care workers must be sensitive to the feelings of parents, helping to build strong relationships between parents and children while not making the parents feel guilty for being unable to do more themselves.

In training for day care, nothing is more essential than an appreciation of the role of the parents and of the growing sense of identity among minority groups. Parents feel strongly that their children not have an alien culture forced upon them. The majority of them insist that their children be made aware of their special cultural heritage and encouraged to take pride in it. For a Black, Chicano, Puerto Rican, Indian or Oriental child, participation in a day care program should enhance, not ignore or demean, his self-image and sense of ethnic attachment.

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*Materials providing specific "how to do it" training information may be obtained by writing for Parker, R. K. (Ed.) STAFF DEVELOPMENT AND TRAINING, 1971. Curriculum Development, Inc., 144 West 125 St., New York, New York 10027.

Specific plans for day care are of little consequence unless those who work with the children are well-selected and trained from the start. The traditional approaches to preparing teachers are insufficient. For the most part, they do not draw upon the many community residents who have valuable and pertinent experience but often little formal schooling in day care. The development of new careers for individuals who have not had opportunities for formal education in given fields is essential. The training of such persons raises the hopes of professionals and laymen alike that shortages of skilled personnel can be met while, at the same time, new vistas are opened for large numbers of adults.

Certain basic principles in day care training, whatever the setting, have been recognized in this handbook:

- Everyone is a learner, from the policy-makers to the staff, to the parents and to the children.
- Orientation is an important first step but training and evaluation never really end.
- There are many and varied types of training.
- Staffs, where they exist, need to be trained as a team.
- Parents must be involved in all stages of training, including planning, implementation and evaluation.
- Training can frequently be accomplished at the day care setting.

Day care can greatly benefit not only the children and parents who receive the services, but also the entire community. Yet the success of the program will depend, from the beginning, on the training and competencies of the people who will carry it out. Every person involved in making day care a reality needs training for his role. The following chart suggests who needs to be trained and the basic skills and knowledge to be acquired through the training.

What They Need To Know	Who Needs To Be Trained
NATIONAL, REGIONAL, STATE AGENCIES	
An understanding of the objectives and methods of day care; program planning and evaluation; policies and administration; funding, processing of day care grants; the role of training in day care; understanding of specific roles and responsibility as pertinent to each agency and their mutual areas of cooperation.	The staffs of the various health, education, social welfare, employment, manpower and anti-poverty agencies at the national, regional and state levels. It is especially important that the program staffs of these agencies be included in orientation and training since they mold aspects of many projects into the total program.
LOCAL PLANNERS	
An understanding of the objectives and methods of day care; sources of funding; licensing regulations, assessment techniques, resources; development and preparation of grant applications; rights and responsibilities of policy setting boards, techniques for effective interaction; how to set goals and develop policies; and at the center-consumer level, a general understanding of program components (i.e., curriculum models or staff training designs) and their implication for selection of staff, evaluation of program and enforcement of policies.	Public and private organizations and policy-setting boards concerned with initiating and expanding day care programs or providing services, including such groups as: Local committee of 4-C (Community Coordinated Child Care); Present and potential users of day care; Community action agencies; Owners and directors of private day care facilities; Public institutions, such as hospitals, industry, and governmental agencies concerned with providing day care services for their employees and voluntary groups.
TRAINERS OF THOSE WHO WILL BE TRAINED (TRAINERS OF TRAINERS)	
An understanding of the objectives and methods of day care and effective teaching strategies for adults; realistic knowledge of settings and con-	Those institutions responsible for the preparation of staff, such as the community colleges, schools of social work, dentistry, medicine, education,

What They Need To Know	Who Needs To Be Trained
ditions of day care programs; career development; community resources.	nursing; Departments of home economics and ethnic studies, psychology and sociology.
PROGRAM ADMINISTRATORS	
An understanding of the objectives and methods of day care; role of the policy setting board; program planning, management, supervision; human relations, staff training, and relating the day care program to the resources of the total community.	Those who are responsible for the total operation of the local day care program and the training of its staff.
STAFF DEVELOPERS	
Objectives and methods of day care, child growth and development; techniques of training to meet the needs of individuals and groups as they are expressed or deduced; knowledge of staff functions, career development and insight into the roles of the different related disciplines.	Staff developers, including head teachers, parents, social service workers and inservice training units of various agencies.
PROGRAM STAFF	
Objectives and methods of day care, child growth and development; respect for individual differences and bilingual, bicultural patterns, as well as, when appropriate, knowledge about group interaction, staff development, supportive services, resources, parent involvement, facilities, equipment, materials, environment and specific job skills.	**All persons actually involved in services to the child and his family** the family day care mother teacher teacher trainee teacher aide teacher specialist local school teacher after school day care worker **Supportive service personnel** social worker social case aide parent counselor psychiatrist psychologist **Health staff** physician dentist nurse nurse aide nutritionist nutritionist aide **Ancillary services personnel** cook cook assistant bus driver custodian/gardener volunteer teenagers on-the-job trainee recreational leader

chapter II

CAREERS IN DAY CARE

The large increase in day care programs of all kinds presents an equally great opportunity to develop career positions that reward competencies, regardless of how or where they have been gained. Competencies are skills, abilities, knowledge and attitudes that can be practiced, observed and measured on the job. They can be used as criteria for job placement and promotion and as goals for training.

Most of the people who are expected to staff day care facilities in the years ahead—parents and community residents—will not have been prepared for this type of work through the usual channels of university and college courses that result in accreditation. This traditional method of training and advancement, by itself, is no longer sufficient. It should be a part of a flexible approach that takes maximum advantage of an individual's own life experiences.

A number of models for career development are currently in use in the larger day care centers supported by public funds (see bibliography). Generally, these models are based on a career ladder with steps from aide to supervisor in each category. Progression up the ladder normally depends on the number of training courses completed, as well as on-the-job performance.

In education, new career programs are customarily founded on job descriptions that set out in detail the duties of each worker. Books have been filled with descriptions of precisely what was expected of teachers or teachers aides or day care teachers. Yet, seldom have these specifications been conceived in terms that permit a person to climb to another position—or to a higher level of the same position—primarily because he or she demonstrated the right competencies.

But if training, job status and salaries are geared to competencies, it may be possible to move away from the confines of formal job descriptions and academic courses. It may be possible to allow persons to move more freely within the field while, at the same time, removing some of the pressure on them to "move up" should they prefer to remain in certain positions. When a career ladder is used effectively in day care, satisfaction in the job is more likely to follow. The stability of the staff as a whole helps the children, who rely on continuity in their day care "mothers" and "fathers", as they do in their parents.

Everyone working in day care programs needs to possess particular skills. In many instances, however, jobs have been defined too narrowly. The position of cook, for example, can be regarded as integral to the educational program of a day care facility. Here is a guide to her work that is more appropriate when the competencies approach is employed:

The food service worker has an important job on both sides of the kitchen door.

She develops programs of learning through foods and/or mealtimes. She introduces children to such concepts as hard and soft, sweet and sour and exposes them to foods in different forms. She lets children see grapes turn to raisins and helps children change apples to applesauce. She demonstrates that the same foods can look completely different at different times; for example, a jack-o-lantern is a pumpkin that can be eaten.

The food service worker also takes the children to the supermarket and lets them see what goes on both in front and behind the scenes. She helps children plant gardens, takes them to farms, canneries and so forth, and allows them to prepare various dishes. All the while she is conscious of serving foods that come from the children's ethnic backgrounds, as well as other foods that are new to them.

Children often come to the food service worker for mothering and love. Many children identify with her and imitate her.

However, the vocation may be new to many children, especially to those of minority groups. The food service worker invites to the day care program people of other skills and occupations, to eat with the children and discuss their jobs. She helps the guests converse with the children in language that is understandable to them. And, she sometimes asks the guests to bring some tangible products of their jobs for the children to see and touch.

The food service worker also plays an important role with parents, enlarging their view of the day care program and helping them with budgeting, shopping information, new food preparations.

Once this food service worker achieves the competencies called for in her work as a member of the day care team, she could very readily move into a teaching role, and further training would support her. If she did not want to move, she would still be rewarded by the broad and important responsibilities of her present job.

BASIC INFORMATION FOR THOSE WORKING WITH CHILDREN

A basic understanding of children and the role of adults in their lives is essential if we expect to foster the development of our children. This section describes in general terms the types of information anyone working with children should know. It is also intended as an aid to those who are responsible for selecting and training day care workers.

Day care workers sometimes have too limited a view of their influence on children. Concerned with their specialty—teacher, nurse, recreation leader—they tend to underestimate the effect they are having on the total development of the child. Because children imitate and identify with the adults in their environment, all those adults should have as broad an understanding of children as possible. Some ideas follow:

Parents are important. Although a child spends a great deal of time away from his parents, in school or day care facilities, he will incorporate the values, beliefs and goals of his parents. This happens because the young child models himself after people he loves, and children love their parents. It is difficult—almost impossible—to teach the very young child anything without appreciating the importance of parental loving acceptance. Dr. Earl Schaefer * of the National Institute of Mental Health, believes that the early education of a child can be broken down into a four-stage model. The first stage is the development by the parent of positive feelings toward the child.

In the second stage, the positive feelings of the parent for the child bring about positive feelings in the child for the parent.

The parent and child, in the third stage, together engage in an activity or explore an object. In this way, both by his words and actions, the parent begins to educate his child. The child would have lost interest or not been attracted to the event unless the parent, for whom he cares, cares for it also.

The fourth stage suggests that from this early experience with the parent, the child has acquired the interests, the motivations, and the skills that allow him to function effectively as an individual learner.

Thus we see how important parents are to the social, emotional and intellectual development of children. They are the beginning of education for children.

The importance of parents does not end when the child becomes old enough to learn on his own. It can be retained if parents continue to take part in, reinforce, and encourage the education of their children. Research shows that developmental gains brought about by a child's participation in programs designed to increase his intelligence can be lost once the programs cease. It is therefore critical that parents have a hand in the education of their children and that every program encourages this to happen in every possible way.

Children develop differently. The age of a child is not the best indication of what to expect from him. Children develop at different rates. For example, all children should not be expected to wait until they are six years old to begin reading, nor should they be forced to begin reading when they are six years old. To understand the child and how to react to him, one needs to understand the concept of individual development. Continuing the reading example, the process of learning to read begins in early infancy and is comprised of thousands of small and progressively more difficult steps. At the beginning, simply looking carefully at objects, following moving objects, noticing the differences in shape, learning that things have names, recognizing objects and linking them to a specific word (i.e., chair)—all are steps that help get a child ready for reading. Until he has these experiences and many, many more, he won't be able to read. These activities don't come **before** reading—they are **part** of reading. Without the steps that result in reading, a person won't read, no matter how old he is, and these steps come out of experience.

Appropriate experiences can be arranged. The problem of gearing the experience to the child's readiness for acceptance is the adult's problem, not the child's. The adult interacting with the child needs to provide experiences for the child which are neither too easy, nor too difficult, which in turn makes them unstimulating or boring. The appropriate experience will match the particular point in development at which the child is functioning. When the match is right, the child grows.

Children don't have any problem with this "match" because they choose appropriate experi-

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* Earl Schaefer. **Need for Early and Continuing Education.** [In] **Education of the Infant and Young Child.** V. H. Denenberg, Editor. N.Y.: Academic Press, 1971.

ences for themselves. They know where they stand in development. Their problem comes if there are not appropriate experiences from which to choose. Those interacting with children have to be constantly observing the child's actions in order to put things in the environment that the child needs. This is a difficult task, but this is the basis of good teaching. Success comes to the child when the tasks match his point of development and interest. From success, he develops a sense of personal worth. In a way, the child says, "I have accomplished something new. I did a good job."

A home or day care center should be arranged so that a child can move freely in relative safety. But a "child proof" environment, which usually means that every interesting object is placed out of sight or out of reach is not the answer. Expensive things that should not be broken should be moved, but there should be interesting objects in their place which won't break or be ruined or are worth the expense in experience gained by the child. As the child grows older, he needs to be allowed to take things apart to see how they operate. In a day care center, this means that children cause a good deal of wear and tear. They will go beyond the boundaries of a chalk board, spill some water, get dirty, and ask unending questions. Such natural behavior creates extra work and takes time from those working and living with children, but it is important that the child has the chance to do these things.

Children need structure. There is a difference between freedom and confusion. The world is a strange place to children, and the younger the child, the stranger the world. Sometimes it is so strange that it is terrifying. Children need to feel safe before they will explore the world. Studies have shown that young children left in a strange room with unfamiliar toys and/or unfamiliar adults will retreat from these objects by moving as far away from them as they can. Many children become so afraid that they cry or perform simple muscular tasks which in the past seemed satisfying and safe (rock, suck their thumb, and so on). Children at the same developmental level, when placed in the same room with one of their parents or another familiar person, respond very differently. At first, most children cling to their mother; gradually they go out and explore this new world. As they become frightened by a sudden movement of a toy or a strange noise, they retreat to the familiar person to charge their "security battery" and then go out for another crack at exploration. This need for security is not lost as children get older, but they become more and more able to move away from the source of security. They move farther in distance and stay away longer as they grow older. People who interact with young children must not only be aware of this, they must make themselves available to the children as a source from which children can explore the world. Those working with older children need to remind themselves of this need, which continues into adult life.

People caring for young children should arrange the setting so that some people and things remain familiar. Let the child have a special place to keep things. If you are in a center, don't move the "dressup corner" too often. The security needs discussed earlier can be associated with familiar objects as well as people; too much change and too much confusion can cause a child to fear new things and experiences, rather than using them to help him grow.

Children have rights as individuals. A person should not have his rights as a human being denied because he is young and a learner. Just because the adult is bigger and more powerful is not a legitimate reason to expect someone to do what he says. The responses, "Because I told you to" and "If you don't, you know what you will get", deny the rights of individuals. A child's range of choice can be limited by an adult, but children need to make choices. They need to be counseled in proper ways of action, but they deserve to be given explanations for adult action. Very young children can be given some choices and some responsibility to elect not to do something and experience the result. As children grow older, they can take on more choices and more responsibility, still in keeping with their ability to foresee the consequences of their behavior. One of the hardest things for parents and teachers is to refrain from saying, "I told you so."

Children need to experience pleasure in activities with others. The problems most obviously facing this nation today are social—people often cannot get along with each other. Many of these problems could be solved if people had learned to listen to each other and value what is said. So, it is especially important that we help children to understand early in life that they are not alone in this world. The needs and rights of others must be considered. This is taught, very early in life, to

children in two ways. Those who interact with children need to consider the rights of children; similarly, children should see adults considering each other's needs and rights.

The cultural background of children must be respected. Culture is a general term for the ways and customs of a people, including their language, ways of earning a living, foods, songs, games, jokes, clothing, and feelings about others. People vary in their customs of sleeping, eating, celebration of holidays and a number of other ways. Day care centers should reflect the cultural backgrounds of the children who attend, and help the home in teaching children how to respond in a manner suited to their own ways. Once they are well established in their own culture, children can be enriched by learning about others.

SELECTION OF DAY CARE WORKERS

The selection of an appropriate staff is of vital concern in all day care programs. The ideal staff member, of course, is someone who is already trained and who knows and understands the children and families with whom he may work. In the most ideal circumstance, that person would belong to the same ethnic group as those being served. But it is unlikely that a day care program will find many people who meet both of those standards, or who meet the first standard immediately.

There are several possible approaches to selecting a staff under less than ideal circumstances. One is to choose a professional and provide training that would acquaint him with the community. This professional might also need training in other aspects of the program, such as the curriculum. Another approach is to choose a person who already knows and understands the community, who is probably of the same ethnic group, and give him professional and specialized training. Either way, intensive pre-service training may be called for.

While some persons might be chosen because they lack certain skills but can learn them, others might be selected because they are already qualified for positions. On still other occasions, it might be desirable to give someone a job no matter what his skills. In any event, program policymakers and administrators should have a clear idea of their priorities in advance and why they are hiring. Their selection of staff will have a major impact on training decisions and on the pace at which people will be able to advance in jobs.

SPECIAL CONSIDERATIONS FOR SELECTING STAFF AND RECRUITING VOLUNTEERS WHO WILL WORK WITH CHILDREN FROM MINORITY GROUPS

By and large, the educational system up to now has not taught the minority child about his cultural identity. It is therefore recommended that priority be given to the employment of staff from the same ethnic group being served. Within that ethnic group, priority should be given to males, parents and local community residents, in that order. Further employment opportunities should be provided for older school age children and other young people who may not be in school.

Five techniques for evaluating a job candidate's suitability for day care work can be cited:

Demonstration of skill. This system allows particular skills to be observed in the shortest amount of time. It can be used for any work assignment, but the selection of a teacher is used here. The prospective teacher is placed in a small room with three or four children. No toys, books or chairs would be in the room. The selector would carefully observe what the teacher does in this unusual situation. Appropriate competencies upon which to judge the teacher's conduct are set forth on page 15. If the program goals and selection criteria are clearly understood by the selector, he can make a quick evaluation of the candidate's competence. This system requires an extremely sophisticated selector or extensive pre-planning.

Open end interview. Questions that will encourage the applicant to speak freely and at length are carefully prepared before the interview begins. Examples of such questions might be: "What would you say to a parent who tells you that she thinks your day care program is a meaningless waste of time?" Or, "At times in the center you may see children cry because they are frightened or upset. The mother's reaction to hearing the crying is to spank the child. How would you feel about this? Would you do or say anything? If so, what?" The answers to questions such as these can be used by a highly skilled interviewer to discern the attitudes and beliefs of the candidate.

Trial period as a staff member. Typical of this type of selection system is the three month probationary period and the six month review, with a decision on hiring thereafter. Evaluations of a candidate's behavior should be specific enough to indicate whether training is particular areas is needed or whether the candidate is unsuitable. A

trial period is the most expensive and time-consuming method of selection. However, it is probably the fairest method and, when accompanied by training, allows judgment of growth as well as potential. But this method is often little more than an early critical review of a person who in reality, is already employed.

Observation of volunteers. Many day care facilities use this selection system now. Evaluation ranges from very informal assessments—"She is a good woman"—to more formal arrangements, including trial periods. In some respects, the positive and negative points of this system are basically the same as those for the trial period system. Volunteers will come into a program for personal reasons. One may want very much to have a job and will give her services for a long time in hope of obtaining a paying position. Another may be very eager to work with children and doesn't care whether or not she gets paid. Such differing motivations are bound to affect their work. Selecting staff from the list of volunteers is financially extremely economical but expensive in terms of staff hours spent on evaluation.

The screening battery. This system provides a variety of measures that can be scored separately, including:

group interview
group testing
arithmetic achievement test
reading achievement test
modified intelligence test
individual interview

The results of these measures are used for final selection. This technique, which is especially helpful for screening large numbers of applicants, forces the selector to think ahead about the type of worker he wants.

Once the worker is selected, he can be given a place on the staff—and trained—in relation to the competencies spelled out, beginning on page 17.

The competencies, and the evidence of those competencies cited in this part are not definitive. They are a starting point; they should be adapted to local day care situations and improved upon with time. But use of this approach can extend new career opportunities to those who do not now qualify, while increasing the quality of day care services.

Three progressive performance levels for day care workers are given: entry, middle and full responsibility. The competencies at each level can be used to assist in selection of workers, as well as serving as criteria for job placement and promotion and as goals for training.

Certain additional competencies are listed for all day care workers involved with minority groups and for outreach workers at middle and full responsibility levels. Also included are criteria for selecting day care administrators and competencies that can be used later to evaluate the performance of administrators.

Competencies needed by day care worker at entry level

A day care worker, at the outset, should be able to:

Communicate with children and families "in their own language."

Demonstrate a liking for children by ability to make appropriate contacts with them.

Understand the importance of praising and encouraging the children.

Tolerate children's noise and activity.

Respect parents and recognize their strengths and differences in life styles.

Show a knowledge of the community and its needs.

Be willing to accept constructive evaluation by parents and staff.

Understand the importance of providing young children with a wide variety of experiences.

Show a concern for children extending beyond the hours of work.

Demonstrate basic reading and writing skills.

Pass health screening test and have good health and stamina.

Show qualities of warmth, openness, flexibility and willingness to work.

Additional competencies needed for all those who work with minority groups

The day care worker should have:

An identification and affinity with the "grass roots" community.

A knowledge of curriculum and experiences which can be used in teaching the children about their own culture and that of other ethnic groups.

An awareness, sensitivity and understanding of differences in life styles of minority children and their families.

Competencies needed by day care worker at middle level

COMPETENCIES	EVIDENCE
Success in relating to parents	Is accepted in parents' homes and both initiates conversations with parents and is responsive to their approaches
An understanding of programs	Can interpret the program goals to others
A receptivity to new ideas and accepts help and direction	Can listen to others and try new ways of doing things
A familiarity with all the various activities that make up the long day care day	Can list and explain the activities in the daily schedule
An ability to plan and carry out at least one learning activity with a group of children	Her children usually respond and stay with activity
A capability of making appropriate decisions about helping children	Helps child when needed but does not interfere with independent activity
An understanding of the importance of children's questions and requests	Responds to children and answers their questions in an understandable way
An understanding of the differences between individual children	Reacts positively, but differently, to different children in same situations
An interest in training opportunities	Attends training sessions and/or classes
An understanding of the role and duties as staff member and how they relate to total staffing pattern	Can explain and demonstrate her job to others
An ability to work cooperatively with other staff	Is sought out by other staff members to work on joint assignments
An increasing ability to accept, like and enjoy children	Children frequently ask her for help or ask to take part in activities she leads
An ability to observe and describe children's behavior	Shows insight into behavior of a given child on successive days and can anticipate response of a child
A knowledge of community resources that are available to help families with which she* works.	Refers parents to appropriate agencies for help with social, health, and legal problems
An understanding of the importance of establishing sound health and hygiene habits in children	Children she works with usually wash hands, brush teeth and use the bathroom cheerfully and in a routine way
A knowledge of safety rules of the facility and how to enforce them	Children under her supervision seldom get hurt
An ability to recognize early symptoms of illness in children and a knowledge of facility's procedure for handling sickness and emergencies	Children she is responsible for are referred to nurse at first sign of illness

Competencies needed by outreach worker at middle level

These additional competencies will be needed by those who become outreach workers providing health and social services to the families:

COMPETENCIES	EVIDENCE
An ability to conduct an interview "in parents' language"	Needed information is obtained by interview

*The use of the female pronoun is intended to indicate either male or female personnel hereafter.

COMPETENCIES	EVIDENCE
An ability to help families obtain help as needed from community agencies	Parents request and receive agency service for which they are eligible
An ability to keep the necessary records on medical and dental or social services	Up-to-date records are on file
An ability to assist in planning parents' meetings and seeing that day care and transportation is provided	Parents attend meetings; transportation and day care services are available

Competencies needed by day care worker at full responsibility level

COMPETENCIES	EVIDENCE
An understanding of the relationship between the daily program of activities, and the choice or placement of materials and equipment	The indoor and outdoor space is arranged so that children can reach and use material without help, work alone or in groups, and have access to a variety of stimulating activities appropriate to their interests and abilities
A recognition that young children learn through discovery and action, through use of materials and interacting with both adults and peers	Learning experiences are planned for groups of children small enough to permit one-to-one adult-child interaction, using familiar materials which children can manipulate
An appreciation that the demands of the long day care day require a carefully planned schedule that permits children to move at their own pace	Children are relaxed and unhurried and there is seldom evidence of extreme tiredness or overstimulation
An ability to interact with each child and establish a relationship with each one	Children freely express their own ideas, ask questions and make statements which indicate their understanding of what the adult is communicating
An ability to accept each child and plan a way of treating him that fosters his successful social adjustment in harmony with the philosophy of the facility	The way the worker treats children is consistent with the goals which have been worked out for each child
A belief that praise and encouragement are more effective in promoting desirable behavior than negative or punitive techniques	Disciplinary techniques are mostly positive and supportive
An ability to plan and provide activities and situations that encourage children to relate to each other	Most of the children talk, work, and play together for part of their day
An ability to provide and arrange appealing material and encourages children to use them in an individual and creative way	The children's art work or block-building, for example, and other creative efforts, are not identical
The possession of a healthy self-concept	Most of the time gets along well with children and adults, is able to accept his own mistakes and shortcomings, has a healthy sense of humor and reasonable self-control

Competencies needed by outreach worker at full responsibility level

COMPETENCIES	EVIDENCE
A sensitivity to the full impact of cultural and socio-economic factors on the families being served	Treats families and children without racial or income discrimination. Parents respond positively to the visits
A knowledge of what resources are available in the community	Uses community resources to help solve the family's problems
An understanding of the policies and philosophy of the center and an ability to communicate with the staff easily	When a misunderstanding between staff and parents arises, she can explain to parents what is happening to their child at the facility and, to the staff, how the parents perceive the situation
A sound relation with community forces that can implement community change	Can spell out the needs of children and families to local organizations and officials
An understanding of the responsibility and importance of the various professional disciplines in helping families and children	Is able to work with the various professional disciplines and be selective in seeking their help in solving specific problems

CRITERIA FOR SELECTING DAY CARE ADMINISTRATOR

The administrator is a key person in getting a program to function smoothly, with all of its inter-related components of physical plant, staff, parents, and children. In general, the administrator should have management skills plus a commitment to day care. Specifically, the administrator:

Knows and practices child development theories as they relate to the ethnic and social background of the parents.

Has respect for parents and their strengths, and has the ability to relate to them and communicate with them "in their own language".

Understands the causes of poverty and knows how to help parents cope with its far-reaching effects.

Is committed to the policy of giving decisions about the children to the parents.

Is committed to giving the children a strong sense of self-worth. Parents and minority groups using day care facilities feel concern that children be given some understanding so that even if their living conditions are deplorable, they realize it is not the fault of their parents or their people.

Has an in-depth understanding of the life style and child-rearing practices of the ethnic groups represented and can assist them in the education of their children.

Has the knowledge, ability and desire to bring parents into all aspects of the program.

Must reflect a commitment and accountability to the community and be considered "credible" to it.

Has a knowledge of relevant model programs in day care.

Can accept frequent objective evaluation as a member of the staff.

Has concern for children which extends beyond normal working hours.

Has the ability to develop knowledge of funding resources and procedures.

Has knowledge of other resources in the community which can serve the program.

Possesses the potential to develop skills in management of community agencies.

Is able to understand and prepare grant applications or seek assistance if necessary.

Is committed to encouraging parents seeking employment to become employed in the program and other related agencies.

Has ability to respond to the needs of the staff as a group and as individuals.

CRITERIA FOR JUDGING PERFORMANCE OF DAY CARE ADMINISTRATORS (cont'd)

It is suggested that the list of competencies, and the evidence that they have been attained, be used to evaluate the administrator at the end of a trial period of employment.

COMPETENCIES	EVIDENCE
Ability and desire to involve parents and staff in the development of the program goals and objectives	The ideas and recommendations submitted by parents and staff are incorporated into the program; makes frequent reports to parents; assures formal lines of communication so that parents can be heard, and advises parents of their rights
An ability to make parents feel at home and welcome in the center	Parents visit any part of the center at any time and, where possible, a special place is provided for them to gather formally or informally
A capability of being a general resource person to the parents and staff	Parents and staff frequently request help and receive available information
An ability to develop a work schedule that ensures the presence of adequate staff during all operating hours of the day-long program	Whenever children are present, the recommended number of adults are on duty
An ability to plan and arrange with staff for medical and dental examination and treatment of the children	Each child receives a medical and dental examination and the necessary treatment
An ability to encourage the staff to provide experiences for the children outside of the center or home	Most of the children talk, work, or play comfortably with people who are new to them, both visitors to the program or those they encounter during walks or educational trips away from the child care setting
An ability to arrange for the provision of proper nutrition with consideration of individual needs	Each child is served nutritious meals and snacks regularly and additional food as seems necessary and desirable to meet his special needs (including his ethnic and cultural tastes)
An ability to provide equipment and time for children to rest	Each child is given the opportunity, and encouraged, to sleep or rest quietly on his individual cot or bed
Ability and desire to involve teenage boys and girls	Teenage boys and girls of various ethnic and cultural groups come to the day care center on a regular basis to talk, work, and play with the children
An ability to ensure the presence of adult males	Men are part of the day care staff, both as employees and volunteers

chapter III

THE TRAINING PROCESS

Training is when a head teacher in a day care center shows a less experienced staff member how to handle a child in a temper tantrum. Training is when a mother tells a woman who is regularly looking after her child how to prepare tortillas for the youngster. It is also training when the staff of a center attends a three-week institute that includes instruction in curriculum and human relations. There are many ways to share information, demonstrate specific skills and change attitudes which are part of the training process.

In day care, as in many other educational programs, training is often casual and informal—a by-product of other activities. But at other times, training is consciously and carefully built into overall programs to give it maximum effect.

The job of training people who will then train day care staffs belongs to community colleges; professional schools for child development, social work and law; and, specialized departments in universities. Day care administering agencies have the major task of setting up training and career development systems, or improving and expanding present training systems for both family and group child care programs. Agencies with many responsibilities, such as the public welfare department, also have a part to play in day care training through their own programs.

The licensing service for day care facilities in the state or county has a particularly strategic role in planning and providing training. These agencies are the main channel through which the profit, and some non-profit, day care providers can be reached. Moreover, those who already qualify for federal subsidy to pay for day care need to rely, in part, on purchase-of-care from these private or voluntary facilities. While serving in a liaison capacity, the licensing service can encourage good training practices and help introduce concepts of parent involvement and career development to fee-charging day care facilities.

Whoever carries it out, and in whatever manner, day care training requires some special considerations.

The many day care programs that will be developed and launched in coming years will begin only once. This is a simple, yet very important, factor for training. People have a particular adaptability and readiness for change at the beginning of programs, and training systems should take advantage of that condition.

Equally vital, at the beginning of any training effort, is a knowledge of the existing and potential job market for prospective day care personnel. It is also necessary to bear in mind any special competencies a particular day care program demands, as well as any staff qualifications imposed by a day care licensing body or other government agency. Training must be consistent with all these factors to avoid the desperate demoralization that occurs when trainees are ill-equipped for, or barred from, actual jobs. For example, a group of 16-year-old girls were recently trained as classroom aides in a community where local law prohibited staff members below the age of 18.

Day care requires continuous training efforts; the one shot, clinical type of training is inappropriate. People learn complex skills and competencies slowly and the best training is that which develops these competencies over time, while working toward specific objectives. Long-term training and staff development should be considered a fundamental aspect of the operating costs of a day care program. Many new careers training efforts have emphasized the training of entry level staff with little or no provision for upgrading persons at advanced stages. This short-sighted approach often costs programs the services of dedicated staff members, who feel that their experience and contributions have not been appreciated. These persons should continue to receive training at their levels of competency.

The training of a new staff member should begin at just the right level for the trainee in terms of his responsibility and his understanding of the job. One way of accomplishing this is to assign the trainee to a person experienced in the same area. Days and weeks of orientation—telling him about the job—have been found to be less productive than letting him actually start to do his job under proper guidance.

The learning objectives—that is, the competencies desired—will vary from trainee to trainee and situation to situation. It is important, however, that an adult be allowed to participate in setting objectives for himself. How does he view himself and his skills? What does he think he should learn? A free exchange permits the trainer

and the trainee to know one another and plan training activities of greatest interest. While the trainer must use his special skill to direct the learning, he must be prepared and willing to learn from the trainee. Every person who comes into training brings with him his own life experiences and knowledge, some of which are certain to be unknown or unexperienced by the trainer. This is especially true in multi-cultural or multi-ethnic situations.

Learning objectives should be broken down into steps which are achievable with relative ease. Successful completion of a single step toward a competency reinforces the trainee, allowing him to assess his progress and encouraging him to go on. When goals are distant (at the end of a month, year or more) or global ("functions smoothly under stress"), they should be broken down into shorter periods or smaller attainments ("Holds the attention of a group for a story", "helps a child having a temper tantrum without losing his own temper.")

There are many traditional formats for training, including courses, short-term institutes, seminars, symposia, study groups and workshops. Most learning does not occur through lecture-type methods but through real personal involvement in job observation and practice, in role-playing and in small group discussions. And, day care training must employ the methods that best enable the staff member to grow affectively and intellectually.

Experience has shown that team training greatly increases the efficiency of a staff in terms of its approach to child development and job responsibilities. It also promotes cooperative teaching and staff relations. Fledgling day care programs, especially, can benefit from on-site training systems which bring materials and trainers to staff members where they work. Regular on-site training can be particularly useful to programs with minimally-trained staffs, although it is valuable for established programs as well. There is an important role, too, for training specialists who would work closely with individual day care programs. The specialists would serve as a general coordinator, aiding the staff in planning, implementing and evaluating the total training endeavor.

Unlike many Head Start and other child development programs, day care programs frequently operate on a full-day basis to serve youngsters of working mothers. Because these programs cannot be closed for "training days", realistic plans should be made for the employment of auxiliary staff who can substitute for persons engaged in training. It is also recommended that fully-paid, released time be accorded regular staff members for training.

Evaluation should be an integral part of any training effort from the beginning; otherwise, the process can become spotty and unreliable. An individual undergoing training assesses himself at stages, and that is evaluation. But that is not enough. Trainers and supervisors have a job of periodically evaluating a trainee too, by observing him and giving him oral and/or written tests. In some instances, evaluation opens areas for significant research. Its main function, however, is to identify the strengths and weaknesses of trainees and provide guidelines for improved training efforts in the future.

Day care personnel should be able to use their training to further their formal education. Their day care training should also be granted recognition if they want to switch from day care to related jobs. When day care personnel do not meet colleges' criteria for admission to regular courses, the colleges can often offer job-related courses for credit as a first step. While upgrading their immediate job skills, the day care workers can lay a foundation for advanced courses leading to a degree or a certificate. It is important to make sure whether credit earned from one academic institution is transferable to another.

HOW DO PEOPLE LEARN, ANYHOW? APPROACHES TO INSTRUCTION

Learning—or teaching, which is the other end of the process—is crucial to every human enterprise. No one knows for sure how people learn anything, but we are still searching for ways to make people learn faster and better. The only way we know that learning has taken place is by observing the behavior of people—what they say and do.

Each of the training plans described later in this handbook is based on a theory—or bet—about the way learning occurs. Since any training program will employ methods and techniques that grow out of a teacher's belief in how learning happens, it may be helpful to look at five of the most common theories about learning, noting some of their advantages and drawbacks.

Developmental Theory

Perhaps the most commonly accepted theory about learning is that growth simply takes

place. This is called a developmental theory. From infancy, the baby gradually does more complex things, as his nervous system and muscles develop. No one expects a child of a few weeks or months to walk or talk, but, as time goes by, he naturally takes on these functions. An observer may not be aware of any teaching that has taken place.

"Maturation," as this is called, accounts for a great deal of the changes in behavior seen in young children. A developmental theory about learning also suggests that no one will be able to learn anything more complex until he has mastered the task just below it in difficulty. Those who hold this approach to learning will try to give the learner opportunity to learn and encourage him to take the next step, permitting the learner to move on when he is ready. The learner is seen as one who is eager to become all that he is capable of becoming, over time.

Since human beings grow in a patterned way unique to the species, they tend to move more or less predictably through stages of development. Of course, there are wide individual variations in any rate of development influenced by many factors, such as sex, state of health and nutrition, and life experiences. But, the similarities make it possible to state, more or less, what can be expected next if we study what a child or youth is doing now. Adults, too, are influenced by life tasks and demands which exact different behaviors in young adulthood, middle years, or retirement years. But, carried to an extreme, the developmental theory might lead one to believe erroneously that abilities not developed in youth could not be achieved in later years—an idea which might be expressed in the cliche, "You can't teach an old dog new tricks."

The Mind as a Collection of Abilities

One of the earliest ideas about learning was based on the idea that the mind was composed of a series of specialized abilities called "faculties," which developed somewhat like muscles. "Faculties" of the mind were identified —aesthetics, reasoning, language ability, mathematics, and so forth. If a particular faculty was exercised, it would grow stronger. As with other muscles, their strengthening for any purpose would make them strong for all purposes.

For example, it was supposed that there was a specialized faculty for aesthetics—the ability to recognize and enjoy beauty. If a person spent time looking at specific beautiful pictures, then, it was supposed, he would be able to recognize beauty in any form—in music, in sculpture and in nature. Similarly, by studying the rules of formal logic, and of geometry, it was supposed that his ability to reason would be so strengthened that he would be able to think clearly about anything. Learning Latin would enable you to learn any language; doing fixed arithmetic exercises would enable you to think numerically; exactly repeating classical scientific experiments would enable you to be a creative scientist. Much college curriculum was modeled on this theory and teaching practices based on it are still common to colleges and schools.

The idea that training could be universally transferable—that you could train in one skill and assume that the person then had additional skills—is very appealing, but this aporoach is not generally reliable in helping individuals to transfer what they have learned from one situation to another that is quite different. Memorizing the names and appearance of a thousand great paintings does not, by itself, equip someone to paint creatively. Teaching someone how to read does not necessarily mean that he can select and tell stories to a three year old.

Learning as a Response to a Stimulus

A third major theory about learning started with the observation that people—and animals—respond "automatically" to certain kinds of stimuli. These responses were called reflexes, and the psychologist Ivan Pavlov found that when he presented another stimulus along with the one which produced the reflex, soon the new stimulus itself would produce the reflex. The well-known example involves a dog. If Pavlov rang a bell whenever he presented meat to a hungry dog, after a while simply ringing the bell (without the food) would get the dog to salivate. He concluded that the dog had "learned" that the bell meant that meat was coming. He called this kind of learning a conditioned reflex. Many people became interested in trying to explain all learning as a series of conditioned reflexes—and learning as a fairly mechanical process.

Classical condition had a major effect on American education. John Dewey's "Learning by Doing" came from these ideas about the specific nature of the learning process. If a student was

to learn a skill to be used **outside** the school, then he had to practice that specific skill in as close a copy of the "outside" situation as the school could provide. To learn to make change, a little "store" and cash register should be in the classroom. To learn to operate equipment, the specific piece of equipment should be available. In the training programs based on this theory, rewards and punishments are promptly provided to strengthen or weaken learning "bonds." Frequent repetition is required to establish "connections."

Where developmental theory would watch for signs that an individual was ready to respond and the faculty theory saw transfer of training as virtually universal, this theory of classical conditioning saw learning as exquisitely specific. Classical conditioning is very rigid and mechanical and it has certain obvious problems. For example, any theory which supposes that **all** learning depends on past experiences cannot account for either new ideas, or for the many examples in which training is transferred easily to situations which are not identical to the original. For example, some people can fix an engine after being taught only the principles—the theories—on which engines are built. Or, some teachers can work readily with babies, high schoolers or mentally retarded children, seemingly without effort.

The Mind as Maker of Patterns

Where conditioning theorists saw learning as a collection of independent parts, hooked together by practice, another school of psychologists, Gestalt psychologists, saw the meaning of parts as being determined by the total structure. "Gestalt" is a German word which means 'configuration' or 'pattern.'

Learning takes place best where the learned material is presented in a patterned way, and in which the learner can discover the **principle** underlying an event. Once he discovers the principle, he can then deduce how to deal with any situation or problem that works by the same principles. Understanding the principle of an internal combustion machine, for example, will allow you to figure out how to fix one even if you've never tried before. Or, in dealing with children one can work from the basic idea that all youngsters need to be important to somebody, and very diverse behaviors can be understood. For example, the adult might see that very aggressive behavior and very withdrawn behavior are produced in different children for the same basic reasons.

The Gestalt learning theory suggests a method of training. First, the learner should be given an overview of the whole task to be learned, so that he can see the purpose and relationships of the parts and understand why each part of the task is necessary. Secondly, he should be given problems which will lead him to understand the principles or "idea" behind the task. Third, he should be given new tasks to solve by application of the principles. Gestalt psychology emphasized the importance of insight and understanding in the acquisition of skills or knowledge. Learning should not be presented apart from real social and psychological contexts—but this does not mean that the context needs to be a replica of the situation for which the person is being trained. In this kind of conceptual learning, transfer of training is quite general; it is not as universal as was hoped by the faculty theorists, but it is not as specific and concrete as supposed by classical conditioning.

Gestalt principles can be recognized in many areas of everyday life, in the organization of some textbooks, in the case-study method of teaching, and in the core-curriculum, which builds learning of many subjects around a common theme or problem. The emphasis on the "whole child" and on multidisciplinary approaches to child development services all stem from this recognition that events and behaviors do not occur apart from whole situations—which affect and are affected by each other. Further, it is obvious that people behave more adequately and learn more quickly when they understand the reasons behind the facts and can see how their work fits into a larger context.

Learning by Rewarding the Learner

Beginning with efforts to correct the problem in classical conditioning, B. F. Skinner of Harvard made a series of observations which he codified into a powerful and useful theory called operant conditioning. Newest among the major learning theories, it serves as the basis for programmed instruction and teaching machines and has been used to teach complex social behaviors.

The principles underlying operant conditioning are quite simple. People of all ages respond positively to rewards. If a behavior is rewarded, it is likely to be repeated—and learned. People do not respond positively to being ignored

—or to being punished. Indeed, ignoring a behavior is more likely to make it disappear than is punishment. Punishment is often likely to **encourage** the repetition of an error or a disagreeable behavior because most of us—and particularly children—would rather be punished than ignored. At least we know that the person doing the punishing is aware of our behavior and cares about it!

In operation, the teacher or trainer identifies the specific behavior or learning goal and then breaks it down into a sequence of small steps that will lead the learner from where he is to his "destination." The steps are small enough that it is unlikely the learner will have any difficulty in moving forward. And, should he "miss" or fail to understand some item in the learning sequence, the source of his difficulty can be readily ascertained. If the learner indicates that he grasps an idea or skill or information before the sequence containing that material is completed, he can be moved ahead to the next sequence.

With each "success" the learner is presented with a "reinforcement," or reward, although these "artificial" rewards need not be given for every advance and can gradually be phased out for individuals. The reward, which could be praise, money, plastic tokens or food, must be something that is valued **by the learner** and not merely something that **the teacher** thinks should be a reward. For example, a gold star is not likely to mean as much to a hungry child as an oatmeal cookie, just as a diploma might mean less to a high school graduate than a job.

In effect, programmed learning does what a good tutor does—it moves at the rate of the learner and in steps that denote progress. It calls upon the teacher or trainer to know precisely what is expected of the learner.

The reward instrument is frequently hard for traditional trainers to accept. Many believe that learners should want to learn for its own sake or should rely on rewards at a later time if they succeed now. But, in reality, some people do not receive later the rewards they might justifiably expect, such as jobs. And, in any event, value judgments on the use of immediate rewards tend to muddy, or even block, the primary goal of training.

These five theories, taken separately or together, provide a framework in which to develop learning—or training—goals. In one way or another, they underly the philosophies and methods of the child care training plans described in the next section.

chapter IV

DESCRIPTION OF A SELECTION OF TRAINING PROGRAMS

The following section describes a selection of training programs for day care personnel. These are only examples; many more could be presented.

From the descriptions it may be possible for day care operators to select an entire plan or adapt parts of one or more of the plans to their local situation.

There are different patterns for training, such as learning on the job at the day care center over a period of time, or training at a school or college before starting to work, or a combination of these. The following are examples of on-the-job training.

Example 1: The Day Care Neighbor Service

Objective: To improve the quality of privately arranged day care in neighborhoods by providing skilled consultation to a network of selected neighborhood women who: (1) will influence the way in which day care arrangements are made and maintained in their own localities; (2) serve as a channel for the dissemination of child development materials.

Functions: (1) To provide referral information and suggestions to families who are looking for day care resources; (2) to recruit caregivers, upon user demand, for: (a) family day care in neighborhood homes, and (b) home care in the child's own home; (3) to facilitate the process by which matchmaking takes place between day care users and neighborhood family day caregivers; (4) to help caregivers and users to deal with problems that arise; and (5) to respond protectively to neglect and abuse.

Selection: The Day Care Neighbors are "home-centered" women, who may provide family day care themselves, and are discovered as the active person in their neighborhoods in helping neighbors to find babysitters.

Curriculum: The consultant: (1) discovers the Day Care Neighbors, (2) provides continuing support for them in their role, (3) identifies problems and needs for children and gives expert advice about situations that arise about needs of particular children; (4) offers consultation and help regarding child development.

Methods: Individual and small group consultations with the Day Care Neighbors.

Source: Arthur C. Emlen, Ph.D., Project Director
Field Study of the Neighborhood Family Day Care System
2856 Northwest Seiner
Portland, Oregon 97210

Example 2: Training Program for Family Day Care Mother

Objective: Training of welfare and low-income mothers for Family Day Care Career Programs.

Function: Training will be provided for welfare and low-income mothers in selected areas to enable them to gain skills and knowledge to better operate family day care.

Selection: All Family Day Care Career Mothers

Curriculum: Principles and practices of child development; consumer education, job responsibility and benefit, scheduling of day, preparation of homes, health and safety, nutrition, discipline, separation of child from mother, and others as suggested by trainees, use of educational equipment.

Methods: Program is given one day per week at a local center of the program on a continual basis; content is developed by mothers; Education Consultants from Board of Education, and center directors; home visits by Education Consultants to support the day care mother in her teaching; discussion, role playing, demonstration, group discussion.

Source: Human Resources Administration
Community Development Agency
New York, New York

Example 3: A Comprehensive Day Care Training Program to Serve the Puget Sound Area in Washington State.

Objectives: To mobilize and coordinate the resources available at the consortion institutions to train day care personnel at all levels.

Function: Training will be provided for day care administrators, agency staff members, supervisors, teachers, aides, social workers, social work aides and home day care mothers.

Curriculum: The curriculum will vary according to the staff to be trained. Curriculum material and outlines are developed in specific training programs conducted by the participating institutions.

Method: Several methods will be used. The most important one will be on-site training with an instructor observing at a facility and conducting a class based on what has been observed. All institutions will offer this type of training, on a regular schedule. A different method will be used to train day care mothers who will attend special small classes to which they may bring their children, using a center location.

Source: Mrs. Frances Prindle or Mrs. Margaret Johnston
Seattle Community College
1728 Broadway East
Seattle, Washington 98102

Example 4: Mobile Field Team Training

Objectives: (1) To provide instruction to all staff of the day care center to improve their skill in using child development knowledge appropriate to the children they are serving. (2) To provide training to all of the staff of the day care center in specific methods that they may wish to use in working with the parents of the children being served. (3) To provide training to the entire staff of the day care center as a unit to help all staff understand themselves and their role in relation to all of the other staff as people and members of the day care center team. (4) To provide specialist training to individual staff members.

Function: Training will be provided to help total staffs function more effectively in their role as members of a team; as specialist in administration, teaching, health-services, family services and parent-oriented concerns.

Selection: Demonstrated attitudes, skills and motivations necessary to function in the staff role for which candidate is being considered.

Curriculum: I. The Basic Curriculum—The first level of the curriculum involves instruction for all staff in how children at any age grow, how they learn the nature and importance of how they relate to adults in their lives, the critical nature of their relations with the adults they love, the nature and importance of how they relate to each other, how all of this knowledge can be used by skilled and sensitive caregivers to help them grow and learn, and the dynamics of the team approach to day care. **II. The Second Level**—The second level of the curriculum involves field specialist teams who bring mobile facilities to the site of the program, and with given members of the day care center team to train them in special skills for one or more aspects of the center's overall program, e.g., health care, food service and nutrition, administration and special curriculum or child learning components.

Methods: Each specialist team spends a given amount of time each week in each center providing training and at the same time providing on-site program support; the training team brings special mobile units, equipped with video-tape and other teaching equipment to supplement on site facilities for delivering training. Initially, the units are one day per week. This interval between visits increases as the skills of the center staff increase. Training is continuous for as long as desired by the staff.

Source: Dr. Robert P. Boger
Institute for Family and Child
Michigan State University
East Lansing, Michigan

Example 5: Far West Laboratory for Educational Research and Development Experimental Training Program for Head Start Teachers

Objectives: To train and support local Program Advisors who, in turn, train teacher and teacher assistants to use Responsive Environment methods and materials. This program provides a learning environment that encourages and reinforces the development of a child's positive self-concept and contributes to a child's intellectual growth and problem-solving ability.

Functions: Teachers work in the classroom and with parents. Program Advisor conducts workshops, observes, demonstrates, and confers weekly with the 20 teachers participating in the program.

Selection: Agency decides to participate in this program, selects Program Advisor. Staff is offered the opportunity to participate.

Curriculum: Pre-service Training Program is designed to train Program Advisors to help Head

Start teachers use Responsive Environment methods and materials. These include specific materials and instructions on classroom arrangement, written learning episodes and text which suggest teacher behaviors, video-taping and critiqueing, use of films and film clips, workshops to make materials and games.

Methods: The Far West Lab Staff provides a two-week workshop for Program Advisors prior to starting the program followed by three one-week workshops during the year. Program Advisors conduct a four-day workshop for teachers and assistants before school opens. They conduct weekly in-service meetings related to training unit which teachers receive from the lab. They visit each classroom at least three hours every two weeks to observe, demonstrate, and consult with teachers.

Source: Dr. Glen Nimnicht
Far West Laboratory for Educational Research and Development
1 Garden Circle
Hotel Claremont
Berkeley, California 94705

Example 6: Training Program for Staff of Day Care Center for Parents and Children

Objective: Train staff for center.

Functions: Training will be provided for teachers, assistant teachers, cooks and volunteers to help them gain knowledge and develop skills to make the center as effective as possible for parents and children.

Selection: All staff of the center.

Curriculum: Philosophy for the parent child center program; child development; role of assistant teacher; sociological implications for Negroes; personal hygiene, charm, and good grooming; sewing; creative work activities and experience for the very young child, demonstration of cognitive learning stimulation, sensory perception, and use of toys and equipment to stimulate and further motor development; preservation and evaluation of the inherited cultural background of each individual; making toys from waste materials; home safety, emergency First Aid treatment, prevention of accidents and poisoning.

Methods: Living and learning together; planning family rooms, arranging toys and equipment; visiting professionals and representatives of related programs, visits to toy stores, reading from books, magazines, catalogues and bulletins; planning experiences for the children at the center.

Source: Martin Luther King, Jr.
Center for Parents and Children
560 North Broadway
Baltimore, Maryland

The following are examples of training at an institution prior to taking a job or training courses offered to personnel while they are working.

Example 7: Careers Progression: A Pilot Project in Supplementary Training

Objectives: (1) To provide instruction to improve the child development skills for professional and non-professional staff members of full-year Head Start; (2) to provide a program to encourage educational advancement in a regular two- or four-year degree program with an appropriate major field; (3) to provide an opportunity for disadvantaged personnel to move up the career ladder.

Functions: To serve as teachers and aides in the Head Start program until they have gained the competences and credits required to move up into higher level jobs.

Selection of Trainees: Participants with the following characteristics: (1) A high degree of motivation and exceptional personal application; (2) spiritual strength and intestinal fortitude; (3) enthusiasm, vitality and a desire to be a teacher; and (4) volunteer services in the classroom demonstrating competence.

Curriculum: Under the auspices of several colleges and volunteer services, the following curricular innovations in community college and four-year college programs have been developed and used:

1. At the College of the Desert, the development of a group of courses, entitled "Teacher Aide Training." A total of twenty-four credits included work in Child Growth and Development; Special Methods; Latin-American Culture and Negro Heritage; School Health; Safety and First Aide; Committee Liaison and Leadership; School Personnel Relationship; Music and Art.
2. Credit was offered for an upper division psychology course by University Extension.
3. In-service courses completed by Supplementary Training participants were reviewed in relation to the Nursery School Certificate Program of the Community Colleges.

4. At Mt. San Jacinto College, concentrated summer school courses were offered in Creative Learning and School Art.
5. At Riverside City College, an eight-week Spanish program of three-level courses was designed for the Mexican-American Head Start employees. These credits met the language requirement for the Bachelor of Arts degree. Participants translated, for publication in Spanish, a Head Start information brochure.
6. Twelve participants enrolled in an eight-week residence program on the University Campus in Riverside. They earned a total of 137 units with a grade point average of 2.38. All work was accredited toward a degree. Tutors were available to help the participants immediately upon enrolling in each course.
7. Course prerequisites were raised, transcripts of credits interpreted liberally; classes were scheduled so participants could enroll and other changes were made to remove roadblocks to educational advancement.

Methods: A variety of methods in teaching was used, but standards established for required courses were not "watered down" for the Career Progression participants.

Source: Louis A. Diaz, Project Manager
Head Start Supplementary Training
Riverside, California
University of California at Riverside

Example 8: Intensive Training Program Proposal for Head Start Personnel

Objectives: To develop:

1. initiative and curiosity;
2. confidence in one's own ability to achieve insight and implement growth;
3. skill in developing a program of continuing education for parents, teachers, assistant teachers, and other community-related people;
4. increasing knowledge of the content areas described in the following section;
5. skills in designing projects and activities which draw agency participants into active involvement.

Functions: To train parent volunteers, teachers, assistant teachers acting as a team, in knowledge and skills.

Selection: Recruitment team at delegate agency level consisting of: two Head Start volunteers from community, one director, one teacher, one parent coordinator, the Regional Training Officer. Parents and volunteers from the community should have a good record for volunteering for Head Start and should have costs of participation paid by Delegate Agency.

Curriculum:

1 Intensive Training sequence

   a. Pre-visit by college personnel on site.
   b. Three-week residence experience.
   c. Two-week on-site experience, emphasizing implementation and total agency involvement.
   d. One-week residential follow-up.
   e. Subsequent on-site conferences (after the visit)

2. Work with students and on-site participants will extend over a nine-month period.
3. Each student will select a school year project concern and will receive continuing help in implementing his/her self-chosen task.
4. Parents, volunteers, and other agency personnel will participate in on-site training.
5. A traveling laboratory will accompany on-site visits, enabling staff to provide workshop experiences for students, other agency staff, and parents (some workshops will be designed for the men).
6. Students will be encouraged to become teaching teams within their own agency so that intensive training can be a permanent part of the Head Start program.

Tested components:

1. Coordination of intensive training with Regional Training Office in plans for supplementary training, as recommended by the Area Training Council.
2. Two step procedure, prior to the training program, consisting of:

   a. Pre-training meeting at agency sites between the administrative staff of the intensive training program and the supervising staff of Head Start delegate agencies.
   b. The students selected will have a pre-visit, with the intensive training program faculty

staff on the site, for orientation in order to prepare them for the residential experience at Pacific Oaks.

3. Selection of teaching teams (teacher, assistant teacher and parent volunteer) from the same center to facilitate the development of model teaching teams.
4. Opportunity for academic credit.
5. Group dynamic/sensitivity training experience for students.
6. Use of ex-students and resource consultants to plan and evaluate curriculum.

Methods:

1. Active encounter with materials and experience:
   a. Use of tools, paints, and a wide variety of materials to construct both open-ended, and goal directed products and play equipment.
   b. Opportunities to plan and create play areas and play equipment.
   c. Participation in music and movement workshops, including opportunities to improvise.
   d. Opportunities to play with cognitive games, such as Cuisenaire Rods, Balance Beams, etc.
2. Discussion of how each person feels:
   a. Sensitivity. Weekly discussion groups, under professional guidance in the areas of personal and professional growth to be included as a part of the individual's on-campus experience to develop new insights into his own personality.
   b. Role Playing. Discussions, conversations and conferences in which individuals have the opportunity to be listened to and to listen.
3. Opportunities to organize ideas and materials and to generalize these:
   a. Student Projects. Presentation of yearly projects in written, oral or pictorial form.
   b. Discussion and Directed Reading. Encouragement by staff to generalize and abstract from other experiences.
   c. Writing. Testing knowledge of practicum observation by writing what they see during practicum assignments.

Source: Pacific Oaks College
714 West California Boulevard
Pasadena, California 91105

Example 9: Training and Career Development for Staff and Parents of Head Start

Function: To train all staff functioning within Head Start Program in career development.

Selection: All employees, volunteers and parents of Head Start Program.

Curriculum: The training program consists of three areas: (1) Career Development includes secondary and higher education curricula-high school equivalency, vocation and skills, post high school, undergraduate college degree, advanced degree programs related to career ladder steps for classroom and social service staffs. (2) In-service training—bi-monthly, planned and coordinated by the training and career development coordinator and the training committee. The latter is made up of staff and parents. The orientation workshop, prior to the beginning of class work will be concerned with the philosophy of Head Start and the anti-poverty effort; the background and nature of the families and children of Head Start; the use of the non-professional and the volunteer in the classroom; classroom equipment and physical facilities in the Head Start Program; auxiliary programs connected with Head Start, role and function of Parent Advisory Council; the in-service training sessions will include the social, mental development of children; the medical, dental, physical and psychological needs of children; the inter-personal relationships which occur in the classroom, in the school program, and in the home; the teaching methods, lessons and curricula used with preschool children. (3) Parent Training. In addition to the in-service training sessions available to parents and volunteers, there will be sessions:

—for parent volunteers and teachers on volunteers in the classroom.

—for Parent Advisors on the philosophy of Head Start and the relationship of the Parent Advisory Committee and the N.P.C. to the program.

—for Boards of Directors to orient them to the following: Role of the Board of Directors, Parliamentary Procedure, conducting a meeting, chain of command responsibility to financing staff of Head Start, By-Laws-Purpose.

These will include orientation to the goals of Head Start, classroom procedure, discipline in the classroom, curriculum in the classroom. Potential volunteers will be introduced to the classroom as observers and slowly worked into more active and responsible roles.

Methods: Academic training; extra pay for successful participation in the Career Development Program; involvement of parents and staff in planning training sessions; use of classroom materials and tests for hearing, vision; graduate introduction into roles and responsibilities.

Source: Mr. Charles Jones
Assistant Director
Career Development and Technical Assistance Administrator
Office of Child Development
Department of Health, Education and Welfare
Washington, D. C. 20201

Example 10: Training of High School Students to Work as Preschool and Kindergarten Aides.

Objectives: To provide a work-study program in the high school curriculum to prepare students for work in day care settings.

Function: To assist the teacher in non-instructional activities, such as clerical, playground assistance, group activities, field trips.

Selection: Students in high school who show potential and indicate a desire to work with children.

Curriculum: Information not available.

Method: Presentation and discussion of information, practical application, and demonstration in the classroom and in a field situation.

Source: Ypsilanti Public Schools
Ypsilanti, Michigan

Example 11: Pre-service and In-service Training of Day Care Teachers and Teachers Aide.

Objectives: (1) To train personnel to serve as aides or workers in day care centers, nursery schools or in kindergartens, for family day care; (2) to train personnel to serve as assistants to the teachers—in day care centers, in nursery schools, or for other assistant positions in kindergartens, recreation programs for children, parent education programs; (3) to offer supplementary training for up-grading aides, workers, and assistants in day care centers and individuals offering family day care.

Function: To work as aides, assistants in group care situations for children, or to provide family day care in their homes.

Selection: (1) High school, community college or area vocational school students who have an interest in and personal qualities suitable for working with children; (2) homemakers who plan to offer or are already offering family day care.

Curriculum: (1) In most high schools, child development training programs are two years in length. Topics studied are: basic needs of all children, how children grow and develop, factors which influence child behavior, the role of play in the development of children, and what is expected of a child care aide. (2) The programs in the community colleges or post-secondary where vocational-technical schools offer one- and two-year programs. The curriculum includes such courses as child growth and development, child nutrition and health care, working with parents and community, creativity and children's learning. (3) Short term courses for homemakers who plan to offer or already offer family day care and/or on Saturdays. These include topics such as: care of children under three, working with school age children, music, dance and drama for preschool children, food service for day care centers or for children in the home, homemade play equipment, caring for children in the home.

Methods: A combination of learning experiences in formal classes and observation and participation in working with children in a variety of situations is provided.

Source: Local Directors of Vocational Home Economics
Local Directors of Vocational Education in public community colleges
The State Supervisor of Vocational Home Economics Education, Division of

Vocational Education, State Departments of Education

Example 12: A Training Program in Infant Development

Objective: To train migrant women in the methods of infant and preschool education within a program of professional career advancement.

Function: To convey pride in the Chicano culture and language to the children; to train migrant mothers to become teacher aides in day care.

Selection: The main criteria for the selection of the teachers were natural mothering ability, enjoyment of children, fluency in Spanish.

Curriculum: Two day workshops on infant education, health, nutrition, and value of play.

Method: Informal discussion, extensive use of visual aide, tapes and demonstration of play materials.

Source: Leslie Segner and Charlotte Patterson
University of Colorado Medical Center
Denver, Colorado

The following are examples of training programs which are a continuation of on-the-job training and classroom courses.

Example 13: Training Program for Day Care Techniques

Objectives: Prepare persons for employment as day care technicians to lead to formal role definition and to certification from State Department of Education.

Function of trainee: To perform the duties of a teaching assistant, teaching aide, or a day care aide.

Curriculum: Nine months, consisting of 3 three-month phases: (1) Intensive classroom training in principles of child development and day care; (2) a practice period during which time the trainee spends relatively more time in the classroom but continues to receive daily supervision and instruction; (3) a day care internship, during which time the trainee functions as a regular employee of the Center for Early Development and Education, but receives continued supervision from the training instructors. Salaries paid the trainee will be adjusted as they move from one phase of this training program to another.

Methods: Informal lectures, discussions, and films utilizing group dynamics principles; supervised practicum, internship.

Source: Dr. Bettye Caldwell
Center for Early Development and Education
Little Rock, Arkansas

Example 14: Training Day Care Mothers

Objectives: (1) To help day care mothers to learn of the possibilities for career development in the field of day care and to identify day care mothers who can benefit from additional, more advanced training and have the potential of becoming demonstration teachers and trainers of other mothers; (2) to upgrade the quality of the service presently offered in the homes of the trainees; (3) to develop training materials and program-planning guides which can be used by day care mothers who have limited training and supervision; (4) to ensure follow-through, support and supervision throughout the training program through the services of a Day Care Home Aide.

Functions: (1) To offer in-home care services for children which meet the Federal Interagency Day Care Requirements; (2) to use the resources in the community to supplement these services; (3) to plan schedules for working with different age children; (4) to plan an appropriate educational program for children; (5) to plan an environment free from hazards.

Selection: (1) The performance record of the applicant and length of time the trainee has been engaged in day care activities; (2) interest in pursuing a career in early childhood education; (3) the potential ability of the applicant to become a teacher and trainer of other day care mothers; (4) willingness to participate in community activities aimed at improving opportunities for young children; (5) reorganization of the role of the day care mother as a teacher and educator of the children under her care and supervision.

Curriculum: (1) Three-day institutes of eight hours per day which will consist of: morning sessions with lectures and panel discussions plus group discussions with questions for resource persons; afternoon sessions for discussions, questions and concerns and active participation using demonstrations, displays, films, and experimentation with games, songs, art media for children. Topics

for each of the three days will be: Defining Optimum Care for Young Children, Providing an Educational Program in a Day Care Home, and Maintaining a Safe and Healthy Environment for Children. Luncheon sessions will focus on basic nutrition. The meals served will be balanced, suitable for young children and low-cost. (2) Sixteen visits to the day care homes to implement the goals of the training workshop by the Day Care Home Aide. (3) Three follow-up one day institutes to discuss and gain help with problems encountered.

Methods: A variety of methods are used during the institutes and individual consultation is provided by the Day Care Home Aide.

Source: Director
Family Life Education Department
Seattle Central Community College
Seattle, Washington

Example 15: A Proposed Model for Chicano Education

Objectives: To strengthen the Chicano cultural and educational capabilities of staff and to insure adequate understanding of the majority culture. To acquire adequate educational skills in child development.

Function: To provide relevant and enriching educational and child development experiences in the Chicano culture.

Selection: Staff presently involved in ongoing programs will be selected on the basis of interest and concern for the needs of the Chicano child.

Curriculum: Combination of college courses with special emphasis on Chicano children.

Method: Pre-service and in-the-field experience which focus theory and practice on the realities of the Chicano child; on various sites where Chicano people live and work.

Source: Interstate Research Associates
1820 Jefferson Place, N.W.
Washington, D. C.

Example 16: In-Service Training in DARCEE (Demonstration and Research Center for Early Education) Methods—South Dakota Indian Head Start

Objective: To train staffs in the DARCEE methods of curriculum enrichment.

Functions: Teachers, teacher assistants.

Selection: Information not available.

Curriculum: Three people from each center attend off-site workshops given by DARCEE staff on methods and materials used in this model; trainees return to their respective centers to use these approaches with children and to train other center personnel; continued workshops and visits to the center by DARCEE staff for remainder of year.

Methods: Off-site workshop, site visits, distribution of materials and instructions, evaluations.

Source: Mrs. Jean Henstra
University of South Dakota
Vermillion, South Dakota
or
Dr. Susan Gray
George Peabody College for Teachers
Nashville, Tennessee 37203

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Career Development. OEO Guidance 6902-1. Washington, D. C.: Project Head Start, Office of Child Development, U. S. Department of Health, Education, and Welfare, February, 1969, 131 pp.

Concept Of A Child Development Center: Relationship to Preschool and Day Care. Washington, D. C.: Office of Economic Opportunity, 6 pp.

Involvement of the Poor: Hiring Nonprofessionals—Workbook. Washington, D.C.: Office of Economic Opportunity, Division of Community Action Programs, April, 1965.

The Staff For a Child Development Center. Washington, D. C.: Project Head Start, Office of Economic Opportunity, 40 pp. (30¢)

Volunteers. Washington, D. C.: Project Head Start, Office of Economic Opportunity, 16 pp.

FILMS AND FILMSTRIPS

Abby's First Two Years
(B/W, 30 Min.)

This film, which concentrates on the first two years of a developing child, shows the interaction between mother and child,, the acquired skills of the child on a monthly and bi-monthly basis, and the action of the child with other children. It is a retrospective view, beginning at age two and working backward to the first days of life. The film is an excellent study of healthy development, with very specific insights into language, and the growth of emotional and intellectual concepts.

Children of Change
(31 Min., 1961)

Depicts plight of "latchkey" children to create awareness of the problem and to stimulate community action in finding ways to meet it. Distributor: New York University Film Library, 26 Washington Place, New York, N.Y. 10003. Rental $7.50.

Children Without
(29 Min., 1965)

Produced by National Education Association. Current problems in education of the disadvantaged child, and the school that is adapting to changed conditions in the community.
Distributor: New York University Film Library, 26 Washington Place, New York, N.Y. 10003. Rental $6.00.

For Adults in Child Training.

Filmstrip. International Film Bureau, 332 South Michigan Avenue, Chicago, Ill. 60604.

Head Start To Confidence
(B/W, 20 Min., MTP#9054)

The film illustrates the vital need for every child to have a sense of his own importance and worth as a person. It shows a teacher's various means of building the self-confidence of preschool children through controlled achievement, language and performance of useful tasks. Spanish translation available. "Audience Guides," in bulk, to be used with or without the film, has been developed for program directors and/or discussion leaders.

Hey, Look At Me
(Color, 12 Min.)

The Raleigh County OEO Center decided to get a child's-eye view of the world. A group of 10 three-year-olds were equipped with small cameras and taken through the West Virginia countryside. The trip included a visit to the fire station and to the homes of children less fortunate than they. (To be available.)

Jenny Is A Good Thing
(Color, 18 Min.)

This nutrition education film shows four- and five-year-old Head Start children sampling new foods, setting up for meals, and cleaning up afterwards. Mealtime is a happy time. Burt Lancaster narrates. Title song, "Jenny" is an original music score by Noel Stokey of Peter, Paul, and Mary music fame.

Little World
(Color, 20 Min., 1958)

Shows how a day care center looks and operates, a typical day's program in action, the role of a social work counselor, and the relationships that a child can build with adults, and with other children. Distributor: Health and Welfare Mateirals Center, 10 East 44th Street, New York, N.Y. 10017. Rental $20. Purchase $150.

Operation Head Start
(B/W, 28 Min., MTP#9022)

A comprehensive study of the program. Includes a sampling of the activities necessary for a good Head Start program such as guidance for the child's social, emotional, and intellectual growth; medical and dental care; parent, teacher, and volunteer involvement; community action. A Churchill Film Production.

Organizing Free Play
(20 Min., 16 mm.)

Sponsor Service Desk, Modern Talking Picture Service, 1212 Avenue of the Americas, New York, New York 10036.

Palmour Street
(B/W, 27 Min., MTP#9013)

This film shows the influence that parents have on the mental and emotional development of their children. It presents simple incidents taken from the day-to-day experiences of a Negro family: father, mother, and four young children—problems that are common in the daily lives of families everywhere.

Pancho
(Color, 24 Min., MTP#9052)

A film on the experiences of the National Head Start Child of the Year, Pancho Mansera, of San Luis Obispo County, California. Head Start medical examinations found Pancho was suffering from acute hypothyroidism. The film depicts Pancho, during the course of extensive medical treatment, changing from a listless, apathetic child into a happy, energetic youngster. Available in Spanish.

Parents Are Teachers Too
(16 mm.)

Sponsor Desk, Modern Talking Picture Service, Inc., 1212 Avenue of the Americas, New York, New York 10036.

Planning Creative Equipment for Young Children

Produced by University of California. Distributor: University of California Public Film Rental Library, University Extension, 2272 Union Street, Berkeley, California.

Portrait of a Disadvantaged Child
(B/W, 22 Min., MTP#9016)

The film brings the audience face-to-face with the reality of a day in the life of a slum child. Documentary highlights are taken from experiences of two equally disadvantaged children in order to point out the effect of the inner city on the child's ability to learn.

Role Playing in Human Relations Training
(B/W, 25 Min., 16 mm. Sound.)

National Education Association, 1201 16th Street, N.W., Washington, D.C. 20036. $35.00.

Roots of Happiness

Produced by Sun Dial Films under the sponsorship of Mental Health Film Board and Puerto Rico Department of Health. Distributed by International Film Bureau, 332 South Michigan Avenue, Chicago, Ill.

Talking Together
(B/W, 20 Min., MTP#9059)

This film shows parents in a dialogue with teachers discovering through discussion of the year's progress why an exchange of ideas between them has been essential to the child's development.

Teachers' Aides: A New Opportunity
(B/W, 21 Min., MTP#9061)

A Head Start training film depicting the training of paraprofessional teachers' aides for preschools. It shows girls from mixed social levels training together in a summer program at Garland Junior College in Boston, Massachusetts. For Head Start Staff training.

Take a Running Start
Color, 20 Min. (To be available)

The Raleigh County, West Virginia, OEO Center and the Department of Education at the University of West Virginia cooperated to produce this film. Health, education, nutrition, aspects of a child development program are presented. The Home Head Start program of West Virginia would be applicable to other rural settings. Training techniques for local mothers are included.

They Need These Days
(Color, 25 Min.)

Produced in 1964 with aid and cooperation of the Child Welfare Division, Minnesota Department of Public Welfare. For review and preview, contact Audio-Visual Education Service, 29 Wesbrook Hall, University of Minnesota, Minneapolis 55455.

When Should Grownups Stop Fights?
(B/W, 15 Min., 16 mm.)

Modern Talking Picture Service, Inc., Sponsor Service Desk, 1212 Avenue of the Americas, New York, N. Y.

With No One To Help Us
(B/W, 19 Min. MTP#9060)

A community action film which shows that there is strength in unity. A group of mothers, on their own, bring about needed change in the community. The situation used in the film to demonstrate group dynamics in the spontaneous formation of a food buying club in Newark, New Jersey.

OTHER TEACHING AIDS

Adult Basic Education: A Guide For Teachers and Teacher Trainers. Washington, D. C.: National Association for Public School Adult Education, National Education Association, July 1969, approx. 200 pp.

Denham, W. H., McLean, L. and Fishman, J. R. **Community Decision-Makers as Learners in the Context of a Small Group.** Washington, D. C.: Center of Youth and Community Studies, Howard University, 1966.

Hollander, H. C. **Portable Workshop for Preschool Teachers: Ten Practical Guides.** New York: Doubleday & Company, Inc., 1966, 181 pp. ($7.50.)

Felt Board Kits with Teacher's Guides and Reading Lists. Audiovisual Materials for Teaching. New York: Council on Social Work Education, 1969. **A. The Constellation of Child Care** (#68-340-111A) $32.00. **B. The Continuum of Growth** (#68-340-111B) $32.00. (Simultaneous purchase of kits A and B, $55.00 for both).

Piaget, N. A. "Use of Video Tape Equipment in a Child Welfare Agency." **Child Welfare,** May 1969.

Paniagua, L. and Jackson, V. C. **Role Play In New Careers Training:** A Technique For Developing Paraprofessional Professional Teamwork In Human Service Agencies. New York: New Careers Training Laboratory, New York University, 1968, 50 pp.

Stop, Look and Listen: Children Ahead. A Head Start Play. New York: Plays for Living, 44 East 23rd Street, New York 10010.

Warren, V. B. **How Adults Can Learn More Faster.** Washington, D. C.: National Education Association, 1201 16th Street, N.W., 1966, 52 pp. ($1.00)

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